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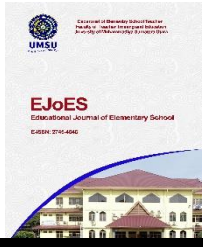

THE INFLUENCE OF ONLINE LEARNING ON STUDENTS' LEARNING CONCENTRATION DURING THE COVID 19 PANDEMIC AT SDN 054942 TEGAL REJO

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Abstract

The aim of this research is to determine the effect of online learning on students' learning concentration at SDN 054942 Tegal Rejo. This study uses a quantitative approach. The analysis technique used in this research is a simple linear analysis technique. The results of research and discussion regarding the influence of online learning on learning concentration among students at SDN 054942 Tegal Rejo which was carried out by giving questionnaires to 36 respondents can be seen with the t test value of 7.311 > 2.032 with a sig of 0.000 < 0.05 indicating that H0 is rejected and Ha is accepted. Based on the Determination test, the R Square value is 0.611 or 61.1%, indicating that around 61.1% of the Learning Concentration variable (X) is influenced by online learning (Y). Meanwhile, the remaining 38.9% was influenced by variables not examined in this research. So the author draws the conclusion that in this research the online learning variable has a positive and significant influence of 0.611 or 61.1% on student learning concentration at SDN 054942 Tegal Rejo.

Keywords: Online Learning, Learning Contrast

Abstract

The purpose of this study was to determine the effect of bold learning on the learning concentration of students at SDN 054942 Tegal Rejo. This study uses a quantitative approach. The analytical technique used in this study is a simple linear analysis technique. The results of research and discussion on the effect of bold learning on learning concentration in SDN 054942 Tegal Rejo students carried out by giving questionnaires to 36 respondents can be seen with the test value of 7.311 > 2.032 with sig 0.000 <0.05 indicating H0 is rejected and Ha is accepted. Test Based on Determination of R Square Value of 0.611 or 61.1%, it shows that about 61.1% of the learning concentration variable (X) is influenced by bold learning (Y). While the remaining 38.9% is influenced by variables not examined in this study. So the authors draw conclusions in this study the learning variable has a positive and significant effect of 0.611 or 61.1% on the Student Concentration of SDN 054942 Tegal Rejo.

***Keywords** : Online Learning, Learning Concentration*

Introduction

The spread of the corona virus pandemic or COVID-19 has presented its own challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government issued policies such as social distancing, physical distancing, and large-scale social restrictions (PSBB). This condition requires people to stay at home, study, work and worship at home. As a result of this policy, the education sector, such as schools and universities, stopped the face-to-face learning process. Instead, the learning process is carried out online which can be carried out from each student's home.

In accordance with the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of coronavirus disease (COVID-19), it is recommended to carry out the learning process from home through online learning. Readiness from service providers and students is a demand for implementing online learning. Implementing online learning requires supporting devices such as computers or laptops, gadgets and other tools as intermediaries which of course must be connected to an internet connection.

Indonesia is now faced with the challenges of industrial revolution 4.0 which is marked by the development of the Internet of Things followed by new technologies in science data and artificial intelligence (Ghufron, 2018). These challenges are not only faced by the economic, social and technological sectors.

However, the education sector must also be able to adapt to these conditions, both in human resources and supporting infrastructure. Therefore, it is hoped that implementing online learning can help stop the spread of the corona virus pandemic by learning from home and also answer the challenges of the industrial revolution 4.0.

By implementing online learning from home, teachers are required to be more innovative in arranging learning steps. This change in teaching methods certainly makes teachers and students adapt from face-to-face learning in class to online learning (Mastuti, 2020). Several previous studies stated that the learning outcomes of online learning were better than face-to-face learning (Nira Radita, et al, 2018; Means, 2013), while other research stated that the learning outcomes of using face-to-face learning were better than those using online learning (Al- Qahtani & Higgins, 2013). Technically, in online learning, supporting devices such as devices and internet connections must both be available for both teachers and students (Simanihuruk, 2019). With the help of these supporting devices, it can be easier for teachers to prepare learning media and arrange the learning steps that will be implemented.

Based on the research results above, it can be concluded that both online and face-to-face learning are good but must be supported by an internet connection for both teachers and students to make it easier for teachers to prepare learning media or learning models.

The learning media available online are very diverse and constantly evolving. The existence of this media really helps teachers in the learning process in class without being busy with the activity of making the media itself. Teachers can take advantage of teaching video applications that display the teacher's face so that they are more effective in conveying information to students than just narrating information. Utilizing the messaging feature (messegeboard) can also be used as a means of discussion. Teachers can also use learning media as a means of evaluating assessments at the end of learning. One form of media available is an online questionnaire creation application. There are many questionnaire applications that provide convenience and efficiency for teachers, especially to quickly obtain information on students' work results as attributes related to problem solving. As stated by Subiyantoro, (2017: 64), the existence of a questionnaire makes students able to find out their own level of understanding and the interactivity of the questionnaire presented makes students more focused.

The teacher's task is to convey lesson material to students through communication interactions in the teaching and learning process. The teacher's success in delivering material is very dependent on the smooth communication interaction between the teacher and his students. Poor communication has consequences for the message given by the teacher (Asnawir, 2012: 26).

One of the factors that influences the student learning process is the student's ability to concentrate. A person's ability to concentrate is important when studying, as well as when carrying out assigned tasks. In this regard, students' learning concentration needs to receive more attention so that students will be able to pay attention and absorb the lessons given by the teacher in the teaching and learning process (Marbun, 2012: 41).

Apart from the school environment, children also have to deal with various learning goals and agendas at home. By forcing the brain to work very hard, there will be an imbalance in the brain between the right brain and the left brain, it can also cause fatigue in the brain so that the child's concentration in learning decreases. One factor that can bring students success in achieving their learning goals is good concentration. By concentrating, everything can be recorded as well as possible in the brain's memory and can then be easily released when needed (Purwanto, 2012: 15).

Learning concentration is really needed in the teaching and learning process. Without concentration on learning, the learning event does not actually exist or does not take place. Therefore, every child who participates in the learning process at school is expected to be able to concentrate well. A child's ability to concentrate will affect the speed at which they grasp the material provided by the teacher. A child who has good concentration abilities will more quickly grasp the material presented by the teacher in the learning process than students who have poor concentration abilities (Slameto, 2015: 23).

In general, what is meant by concentration is a person's ability to devote attention for a relatively long time. Meanwhile, students are said to concentrate on lessons if they can focus on what they are studying. By concentrating, children do not easily divert their attention to other problems outside what they are studying (Slameto, 2015: 26).

Study concentration can be influenced by several things. As the results of research conducted by (Istianah, 2013: 7) show that learning concentration is influenced by breakfast, based on the results of this research it proves that there is a positive influence between breakfast and learning concentration, so students who

previously had breakfast before participating in learning activities will further increase their concentration in Study. In connection with this, (Suryani, 2018: 33) also conducted research which aims to determine the correlation between the level of chair ergonomics and the level of learning concentration, and the results show that there is a relationship between chair ergonomics and learning concentration, students in a sitting position can increase their concentration in learning .

However, based on the results of observations carried out at State Elementary School 054942 Tegal Rejo, online learning carried out by teachers has not been carried out effectively and efficiently, this shows that there is no direct interaction between teachers and students. It is feared that this lack of interaction could hinder the formation of attitudes, values, morals or social issues in the learning process so that they cannot be applied in everyday life.

Apart from that, online learning sometimes has many obstacles such as poor internet network connections, unclear or echoing sound and preparing for online learning takes time because in the teaching and learning process you have to be connected and often the teaching and learning process is often disrupted due to disconnected network connections so that causes learning concentration to be disturbed. Apart from that, there are limitations in school students' knowledge of technology and good communication using online learning.

Based on this background, researchers are interested in carrying out research with the title "The Effect of Online Learning on Student Learning Concentration during the Covid-19 Pandemic at SDN 054942 Tegal Rejo".

Research methods

This study uses a quantitative approach. This research involves independent variables and dependent variables which are explained as follows:

Independent Variable (X): Online Learning Model

Dependent Variable (Y): Study Concentration

The type of research carried out is quantitative research to determine the effect of online learning on student learning concentration.

Discussion result

Descriptive statistics

These descriptive statistics describe the data from each variable in this research. This description can be seen from the table below:

Table Descriptive Statistics

	Mean	Std. Deviation
Konsentrasi Belajar	32.2647	3.23156
Pembelajaran daring	33.6471	3.38340

Source: Data processed by SPSS 20

From Table statistics descriptive above the SPSS output results with a value of N or respondents as much 36 And amount mean with each variable. Learning Concentration Variable (Y) with mean 32.2647, variable learning online (X) with mean 33.6471.

Table
Validity Test of Variable X (Online Learning)

Item No	r Count	r Table	Probability	Information
Item 1	0.470	0.329	0.004 < 0.05	Valid
Item 2	0.481	0.329	0.003 < 0.05	Valid
Item 3	0.524	0.329	0.001 < 0.05	Valid
Item 4	0.656	0.329	0.000 < 0.05	Valid
Item 5	0.347	0.329	0.038 < 0.05	Valid
Item 6	0.38	0.3	0.021 <	Valid

Test Data Quality

a. Test Validity

Test validity means testso far where accuracy or truth something instrument as tool measuringvariables of a study. If the instrument valid or correct then the measurement results will Correct

1. Variable Learning Online (X)

M 6	**5**	**29**	**0.05**	
Item 7	0.450	0.329	0.006 < 0.05	Valid
Items 8	0.470	0.329	0.004 < 0.05	Valid
Items 9	0.656	0.329	0,000 < 0.05	Valid
Item 10	0.347	0.329	0.038 < 0.05	Valid
Item 11	0.481	0.329	0.003 < 0.05	Valid
Items12	0.524	0.329	0.001 < 0.05	Valid

Source : Processed from SPSS 20

Of all the statement items for variable Learning Online it turns out all statement have status valid, And every item statement legitimate For made research instrument.

1. Learning Concentration Variable(Y)

Table

Test Validity Variable Y(Concentration Study)

M 7	4	29	.05	
Item 8	0.536	0.329	0.000 < 0.05	Valid
Item 9	0.546	0.329	0.001 < 0.05	Valid
Item 10	0.540	0.329	0.001 < 0.05	Valid
Item 11	0.508	0.329	0.000 < 0.05	Valid
Item 12	0.686	0.329	0.000 < 0.05	Valid
Item 13	0.427	0.329	0.009 < 0.05	Valid
Item 14	0.439	0.329	0.000 < 0.05	Valid
Item 15	0.366	0.329	0.028 < 0.05	Valid

Source : Processed from SPSS 20.0

Of all the statement items for variable concentration Study it turns out all statement have status valid, And every item statement legitimate For made research instrument.

2. Test Reliability

No.Item	r Count	r Table	Probableity	Keteranbro
Item 1	0.546	0.329	0.001 < 0.05	Valid
Item 2	0.438	0.329	0.008 < 0.05	Valid
Item 3	0.448	0.329	0.006 < 0.05	Valid
Item 4	0.391	0.329	0.014 < 0.05	Valid
Item 5	0.486	0.329	0.003 < 0.05	Valid
Item 6	0.540	0.329	0.001 < 0.05	Valid
Item 7	0.42	0.3	0.000 < 0	Valid

Furthermore items instruments Which valid on tested its reliability For know is all over items statement from each variable Already explain about the variables researched, test reliability done with use Cronbach's Alpha. Criteria evaluation in test reliability instruments is if mark Cronbach Alpha ≥ 0.6, so study is considered reliable. The result like Which showed in table following:

Abel

Results Test ReliabilityVariable X And Y

Variable	Mark Reliability	Status
Learning Online (X)	0.716	Reliable
Concentration Study (Y)	0.684	Reliable

Source : Processed from SPSS 20.0

Mark reliability instruments on show level reliability instruments Already adequate Because close to 1 (≥0.6), it can be concluded that the points of each statement variable Already explain or provides an overview of the variables Which researched.

3. Test Regression Linear Simple

Results processing data with SPSS about influence variable learning online to variable concentration Study can seen on table following This:

Table
Results Test Regression Linear Simple Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	24,731	5,825	,782
	Purchaserteachings Online	,794	.109	

a. Dependent Variable: Comsetration Belakar

Results testing data on obtained results as following:
Information :
Y = Learning Concentration Variablea = Constant
bX = Variable Learning Online

Based on equality in on can is known that mark Mark a = 24.731 shows that if the variable independent that is learning online (X) is in a constant state or not experience change (The same with zero), so Concentration Study (Y) is as big as 0.794.

4. Test Hypothesis

Coefficient calculation value (rxy)will tested level its significance with test t Hypothesis partial is as following:
H0 : β – 0 (No There is influence significant Learning online to Concentration Study)
H0: β ≠ 0 (there is a significant influence Learning online toConcentration Study)

Table Results Test t
Coefficients [a]

Model	Unstandardized Zed Coefficients		Standardized Coefficients	t	Sig.
	B	Std. ror	Beta		
(Constant)	24.731	5.825		4.246	.000
Learner ran Online	,794	.109	,782	7.311	.000

a. Dependent Variable: Study Concentration Source : Processed SPSS 20.0

The results of testing the data above are visible that the sig value, probability 0.000 < 0.05And mark t count 7,311 > 2,032 t table , so
a = 24,731
bX = 0.794
So model equality the regression is:
Y = a+ bX = 24,731 + 0.794X
There is influence Which significant between variable free And variable bound, with thereby H0 rejected And Ha accepted. In conclusion is There is influence significant Learning online to Concentration Study.

5. Test Determination (Test R)

Know so far where contribution or percentage of influence Learning online to Concentration Study, so can is known test determination that is as following:

Table Results Test Determination (R)
Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	

at mension 0	. 782a	,611	,600	1.92711	,611	53,445	1	34	,000	1,382

a. Predictors: (Constant), LearningOnline
b. Dependent Variable: ConcentrationStudy
Source : Processed SPSS 20.0

Mark R Square on is known 0.611 or 61.1% indicates approx 61.1% Learning Concentration variable (Y) influenced by Learning online (X). Temporary the rest as big as 38.9% influenced by variable Which No researched in study This.

Discussion

Results study showthat online learning has an effect towards student learning concentration. Resultstesting seen that mark sig, probability 0.000 < 0.05 and calculated t value 7.311 > 2.032 t table , then there is an influence Which significant between variable free and variable bound, with thereby H0 rejected And Ha accepted. In conclusion is Learning online influential positive And significant to Concentration Study.

One of learning model digital remote is by model Online learning is a innovation education Which involve element technology information in learning. According to Mustofa et al (2019) that Learning online is a distance education system with a set of teaching methods Where there is activity teaching Which held in a way separated from activity Study. learning online held via the internet networkand web 2.0, meaning that use learning online involve element technology as means And network Internet as system.

If a student does not can concentrate on studying, you can So He No can enjoy process learning what he did. This is possible just because eye lesson Which learning is considered difficult so it is not can like lesson the, instructor Which convey No liked for some reason, atmosphere And place No pleasant, or even method delivery boring. Disturbance concentration on moment Study Lots experienced byparticipant educate especially in learn eye lesson Which difficultFor understood like eye lessonmathematics.

Participant educate Which own high concentration will automatically be involved active in process learning mathematics, temporary participant educate Which not enough concentration will slow understand And become passive. On momentparticipant educate passive, participant educate experience the process without any desire know, without question, And without There is Power pull to results Study. According to Wibowo (2016), liveliness Study is something process activity Study teaching the subject of the student involved in a way intellectual And emotional so He true, true role And participate active in doactivity Study. With did it learning online expected for student can increase concentration Study student. So far can achieved The objectives of student learning outcomes are appropriate with Which expected.

Conclusion

Results study And discussion about influence Learning online to Learning Concentration for Elementary School Students 054942 Tegal Rejo which is implemented with method gave questionnaires to 36 people respondents can be seen using the t test mark 7,311 > 2,032 with sig 0.000 < 0.05 indicates H0 is rejected and Ha accepted. Based on test Determination Mark R Square 0.611 or 61.1% show around 61.1% variable Concentration Learning (X) influenced by Learningonline (Y). Temporary the rest as big as 38.9% influenced by variable Which No researched in study This.

Participant educate Which ownconcentration tall automatic will involved active in process mathematics learning, temporary participant educate Which not enough concentration will slow understand and become passive. When participants Passive students, students experience process without There is flavor want to know, without question, and without any powerattraction to learning outcomes. With did it learning onlinefor students it can improvestudy concentration student. So far can achieved objective results Study participant educate in accordance with Which expected.

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